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FRIDAY, JULY 1, 1887.

FULL-FLEDGED TEACHERS.

Graduation of the Thirty-first Class at the Normal School.

The thirty-first class of the State Normal School held their graduating exercises this morning in the hall of the school building on Benefit street. Long before 10 o'clock, the hall set for the beginning of the exercises, the hall was filled to its utmost capacity, many of the visitors being compelled to stand. The graduating class numbered twenty-seven, and occupied seats on the platform; this was decorated profusely with potted plants, ferns, lilies, etc., and with a large number of elegant baskets of outflowers. In the archway over the platform was suspended in letters of leafy green the motto of the class, "What a Day." The exercises were begun with singing by the class, after which prayer was offered by Rev. Thomas E. Bartlett of the South Baptist Church. The programme of the day was then carried out, consisting of the reading of essays and rendering of musical selections as follows:

Music.

Story Telling.....Addie Condon Randall
Man's Dominion.....F. Lilian Armstrong
Atten t Hard Things.....Katherine F. Doran
Historical Pedagogy.....Clara H. Church

Music.

Moral Culture and Self Government.....Elizabeth A. Ryan
Holland as a Teacher.....Agnes Shaw Westcott
A Finished Education.....Minnie Frances Dow
Not a Method but Methods.....Mary A. S. Mugar
Our Fourfold Civilization (excused).....Laura S. Yeaw

Music.

Books for Children.....Annie Louise Cooke
The Pedagogy of Rosenkranz.....Stella Freeman Nickerson

Music.

The essay of Oscar Ellsworth Haskell, "Education in School and Out," was not read on account of the unexpected absence of the author. The following essays were also not read for want of time.

Moral Holidays, Annie S. Brown; The Teacher's Duty to His Profession, Margaret Maria Cavanaugh; How We Studied Pedagogy, Mabel G. Cook; Means for Ends, Franklin R. Cushman; The Creative Power of Thought, May E. L. Landon; Some Mistakes in Teaching, Linda Hunt; "In Memoriam," Sarah E. Kelley; Individuality of the Teacher, Emma A. King; Love of Truth, Susie A. Matteson; Invention in the School Room, Phoebe E. Morris; The Force of Gentleness, Mary E. Olney; Freedom, The Goal of Culture, Clara E. Sherman; Flea for the Little Ones, Jenny Esthe Tucker; White's Pedagogy, Mabel E. A. Waite.

The ten essays which were presented, occupied the close attention of the great audience for more than two hours, and were distinctly creditable to the school and its training, as well as the vigorous and thoughtful activity they evinced on the part of the young ladies. They were particularly noteworthy from their practical bearing upon questions of education, which were treated in a large and discriminating way, and from widely varied points of view.

Following these essays, the Principal, Dr. T. J. Morgan, addressed the class as follows:

Principal's Address.

Members of the thirty-first Graduating Class. Your teachers look with special pride upon you to-day because of your number, your ability, your faithfulness and your promise. You have done well in the past, and for that we heartily thank you. We expect very much of you in the future, and in order that you may know what our hopes are, I will briefly enumerate some of the things which we hope you will do.

We expect you to continue to be students of pedagogy. During your connection with the Normal School your attention has been directed to this subject, you have worked faithfully and successfully, and have made a good beginning. But all that we are aimed to do has been to open the matter before you, give you a clue to it, awaken an interest in it, suggest books and plans of study, point out some of its practical bearings, and acquaint you with some of its elementary truths. We think that most of you are now prepared to begin for yourselves an extended, systematic, thorough investigation of this great subject. Pedagogy is a philosophical science. It rests upon definitions and first principles. Its parts are correlated, and mutually dependent. Its laws can be formulated, its conclusions verified, its principles admit of exact application, and their results can be anticipated with a large degree of certainty and precision. But the data for the science must be gathered from many and widely diverse fields. Pedagogy is the science of developing the human soul to its highest degree by means of teaching. It involves, therefore, a knowledge of man in his entirety. Not merely psychology, and physiology, but anthropology, history, logic, rhetoric, literature, sociology, every science or branch of knowledge which throws light upon man in any of his relations, stages of development, or activities, is drawn upon for its contribution to the science of pedagogy. Nothing which concerns man is foreign to this science. A careful reading of books which treat of these various subjects, a critical observation of men in the ordinary walks of life, a perusal of the daily papers, a careful study of the children under your care, in their ordinary work and in their play, noting their methods, scrutinizing their motives, and withal a searching analysis of the working of your own minds, and the action of your own wills, will furnish an ever-increasing store of fresh and interesting facts that must find a place in any comprehensive scheme of education that seeks to make the most of each human soul whose destiny is committed to your care. These facts are to be sifted, analyzed, compared and from them, by a painstaking induction, you are to reach your own conclusions. Facts you may gain from others, the philosophy must be your own. This is no easy matter. It cannot be done without labor, and it requires time. I believe that you are prepared to do this kind of work, and we shall be disappointed when you return to us year by year, if we do not find you still enthusiastic students of that science which Rosenkranz has taught you to love.

Again—we expect you to be progressive. Our work has been that of seed sowing. You have taken in a willing and receptive minds great germinal truths, which are to grow and bear rich fruitage. At first your work will not satisfy you, it will fall far short of your ideals; often it will bitterly disappoint you. The principles you have learned will not seem to apply, your methods will not work, children will not conform to your notions of psychology, your apparatus will not seem to fit, and you will be in despair. Let me say for your encouragement that the most hopeless cases we send out are those who do their best work in their first school. Imitators may do well at the start, but they never do any better. Those who do independent work, who elaborate their own methods, who work not by rule but according to principle, learning from their failures, adapting their work to the conditions of their schools and the idiosyncracies of their pupils, who test everything by experience, verify all their hypotheses and modify their philosophy to conform to facts as they find them, those who blend profound philosophy with practical good sense—these grow, and become better teachers with each succeeding year. Solid reputation is of slow growth, and if in ten years you establish a reputation as successful teachers we shall be entirely satisfied. Read and reflect, study books and minds, let your philosophy be practical, and your practice philosophical. Investigate with the humility of those who think they know nothing, opening your ears to hear all voices. But execute your matured plans with the confidence of those who, feeling no misgivings of their philosophy, have confidence in themselves and faith in human nature. In your studies be teachable as children; in your work be fearless as warriors. Thus will you grow in knowledge, wisdom and skill. Those whom you teach will feel the quickening influence of your presence, catch your enthusiasm for truth, imitate your methods of work, imbibe your philosophy of life, and take on the stamp of your character. Your services will be in demand, your labors rewarded, your own self-respect satisfied, and your teachers, titling your success, will grow rich in honors and find the reward to their labors.

This was followed by an essay, with the valedictory, by Florence K. Kenyon, "Self Education by Teaching," after which the diplomas were awarded by His Excellency Governor John W. Davis. He spoke of the motto of the class: "What and How." What the purpose of the school, and how exemplified; what the purpose of this class and how available to the State. The class, he said, stands there to answer this, individually and collectively. He would not try. Each member of it is an addition to the literary power of the State. In olden times, he said, it was the custom of business men to indicate their offices by signs; inns were indicated by means of a bush erected before the door. From the reputation of these inns they came with their hospitality to be known without their signs, and hence the phrase, good wine needs no bush. These diplomas are the bushes of your trade. But you, too, will try, by your reputation as teachers, to become known without these bushes. Don't, in your career as teachers, despise the country. Be gentle to all. Remember that the first quality of a gentleman is to be gentle as it is of a gentle woman. Be kind to all, especially to the barefoot boy and the girl in a faded frock. Within a short time I have read of boys being turned out of school because they had no shoes. I was indignant; and I am glad at this moment to be able to denounce this as an outrage. I was once a barefoot boy myself, and if I had been turned off in this way it would have broken my heart. In closing, Governor Davis said he should remember them all, and should consider that he had made the class of 1887 especially his own.

The class then were presented to Governor Davis one by one and were handed their diplomas. When this had been completed the class song was sung and the benediction was pronounced.

At 1 o'clock the Class History and Prophecy were read in Norma Hall.

Following are the names of the graduating class:

Flora Lillian Armstrong, Westerly; Annie Snow Brown, Providence; Margaret Maria Cavanaugh, Valley Falls; Claudia Herbert Church, Warren; Anne Louise Cooke, Smithfield; Mabel Gertrude Cook, Oak Valley; Franklin R. Cushman, Harmony; May Ella Davidson, Willimantic, Conn.; Katherine Frances Doran, Providence; Minnie Frances Dow, Providence; Oscar Ellsworth Haskell, Woonsocket; Linda Hunt, Providence; Sarah Ellen Kelley, Providence; Florence Ruth Kenyon, Providence; Emma Alice King, Howard; Susan Adeline Matteson, Attleboro, Mass.; Phoebe E. Morris, Providence; Mary Anna Stanislaus, Munroe, Providence; Stella Freeman Nickerson, Providence; May Elizabeth Olney, Providence; Addie Condon Randall, Providence; Elizabeth Agnes Ryan, Lonsdale; Clara Etta Sherman, Providence; Jenny Esthe Tucker, Shannock; Mabel E. A. Waite, Providence; Agnes Shaw Westcott, Wickford; Laura Stanley Yeaw, Hope Valley.

The Principal's report was as follows:

Principal's Report.

To the Board of Trustees:

Gentlemen—I have the honor to submit the sixteenth annual report of the Rhode Island

State Normal School. The attendance during the year has been 150. The number of new students enrolled for the year has been 72; grand total 1105.

Twelve students graduated in January, and twenty-seven are to graduate July 1st, making a total for the year of thirty-nine, and a grand total since the school was organized of 105. A large proportion of these have taught in the State. According to the report of the Commissioner of Public Schools for 1886, out of a total of 1275 different teachers who were employed last year 327, or over 25 per cent, were Normal graduates. Not all of them to be sure were graduates of this Normal School, for we have drawn from other States, and they in turn from us. A very large proportion of the teachers employed in the rural districts are persons who, though not graduates, have pursued their studies for a longer or shorter time in this institution. I think it is not extravagant to say that the beneficial influence of the Normal School is felt directly or indirectly in every school district in the State.

During the three and a half years that I have been at the head of the school I have travelled in every part of the State, have assisted in the dedication of seven new schoolhouses, and in conducting numerous institutes. I have visited extensively among the schools, have met almost all the teachers, many school officers, and thousands of the citizens. I have endeavored to make myself acquainted with the actual condition of the schools with a view of seeing more clearly the real and possible relations of the Normal to the schools of the State. As the representative of the school, I have everywhere been treated with the greatest respect, and have found it held in the highest esteem. Under the efficient superintendence of Commissioner Stockwell the schools of the State are making very satisfactory progress. In the cities under Superintendents Taft, Bell, Liff and Pease there is constant improvement. From all these the Normal School receives cordial recognition as an efficient factor.

In order that it may be still more hopeful in the good cause of elevating to intelligent and virtuous manhood and womanhood, and preparing for honorable citizenship the 60,000 youth of school age in our State, I think these things are desirable:

First. That all candidates for the profession of teaching should be advised to fit themselves for the work by a course of normal training. Those who, in addition to a course of academic study, whether in common school, high school, academy or college, have studied the philosophy of education and the theory and art of teaching should, other things being equal, always have the preference when teachers are to be employed.

Second. The minimum of wages in country districts should be \$10 per week for at least thirty-six weeks per year. If students could be assured steady employment at this rate the would soon be a sufficient number of well-qualified teachers for all country schools.

Third. The efficiency of their work would in many cases be greatly increased by lessening the number of pupils. No teacher can do the best kind of work where there are more than thirty or forty children. It is not uncommon to find schools where one teacher has sixty or more pupils. This makes it impossible to give that personal attention to each one without which the most satisfactory progress cannot be made.

Fourth. In many schools there is still a lack of apparatus, and of reference books. These are to the teacher what tools are to a carpenter. We might as well expect a farmer to plough with a hoe or reap with a jack knife as to ask a teacher to do the best work with no apparatus or no books.

A poor teacher is a poor teacher anywhere, while a good teacher will succeed, under very trying circumstances, in doing excellent work, but the efficiency of an able teacher is vastly increased by favorable conditions for work. Special stress is laid in Normal Schools on the multiplication of the teachers' power by the use of school appliances. One of our pupils now teaching told me that "the only apparatus she had in her school was about a third part of Webster's Dictionary." This reminds me of Dick Swiveller's lament on finding that during his sickness all his clothes had been pawned for medicine, and he had not even an umbrella in case of a fire.

The devotion of the pupils to their work from the sheer love of it renders the labors of the teachers in the Normal School particularly agreeable.

I wish again to put on record my hearty appreciation of the earnest, efficient, and cordial cooperation of all my colleagues, the uniform courtesy of the Board of Trustees, and the ever ready help of your Secretary.

Very respectfully,

THOMAS J. MORGAN, Principal.

Miss Ella M. Short, the teacher of astronomy, drawing, Latin, and methods of keeping school records, graduated from this school in June, 1879. At the time of her admission to the school, she had pursued studies in advance of her classmates, and had gained valuable experience as a teacher in schools of different grades. Soon after graduation, she was appointed to her present position. Her effort has been to develop a system of drawing adapted to meet the wants of teachers in our common schools. Since graduating from the Normal School Miss Short has taken a course in astronomy in a class formed for teachers, at Dartmouth College.

At the beginning of the school year in 1881, Miss Frances W. Lewis was appointed to the place made vacant by the resignation of Miss Mary R. Alling. Miss Lewis, in early life, chose teaching as her profession, and having gained the requisite knowledge in the High School of Chicago and elsewhere, became a teacher in the excellent High School at Beloit, Wis., where she admirably vindicated the propriety of her choice. Determined to fit herself more fully for her work, she entered Smith College, from which she graduated with honor in the class of 1881. Her experience with the rugged realities of life, in pushing her way from the country school, through her preparatory course and through college, to the important position which she now holds as a teacher, eminently fits her to counsel and encourage that large proportion of pupils in the Normal School, who, while fitting themselves for an honorable and useful life, are compelled to contend with opposing circumstances. The linguistic training of Miss Lewis and her culture, especially fit her to teach the classes in grammar and language now under her charge. She has already given a new impulse to the study of language in

the school, and has also imparted to her classes in zoology and botany something of her own enthusiasm in the study of natural science. With the aid of Miss Lewis the school is better able than ever before to furnish instruction in the studies of the advanced course.

Since the retirement of Miss Kenyon, Miss E. W. Gardner, of this city, a graduate of the High School and subsequently of the Normal School, has been employed to teach arithmetic and algebra. Miss Gardner's scholarship, her success as a teacher since her graduation, her culture and her character, furnish ample reasons for her appointment.

The classes in physiology and German have, during the past term, been taught by Miss Caroline E. Sanford, a graduate of Boston University. She possesses very eminent qualifications for her work.

The varied and too often inadequate attainments of pupils gathered from all parts of the State, the knowledge and the discipline requisite on the part of a teacher at the present day, the limited time of the course of study, the need, on the part of many, of individual guidance respecting their modes of life, their habits of thought and their moral purposes, render it no easy matter to discharge the duties which devolve upon a teacher in a Normal School. While there is much to cheer us in the sustained earnestness and enthusiasm of most of the graduates of the school, and while their very general success is justly a source of encouragement to us and to the friends of education throughout the State, yet there is always occasion for the earnest inquiry, "Are we doing the best in the circumstances which can be done for the pupils and through them for the welfare of the children of the State?" I think that no teacher of a Normal school can fail to be at times painfully impressed with the fact that his imperfect instruction and his personal defects will as surely leave their impress, as all that is worthy to endure. If one is not stimulated to earnest endeavor while teaching in a normal school, he has little appreciation of the importance of the interests involved.

The teachers are now so well versed in the subjects of their several departments, that they are well qualified to give appropriate suggestions to their classes, in connection with the regular class work of their pupils. Thus, what might be presented in formal lectures is presented from time to time as the classes need it. This diminishes the number of lectures given on Saturdays.

Rev. E. O. Bartlett, of Kingston, has given the upper classes one lecture on "The Literary Excellence of the Bible." The lecture was valuable and was highly appreciated by the pupils and teachers.

We wish to express our hearty appreciation of the aid we have received, in the work of the school, through the efforts of gentlemen of the Board of Trustees, and of the Board of Examiners. To those who have added valuable specimens to our collections, we express our earnest thanks. D. D. Gifford, Esq., of Portsmouth, has given us a large number of coal fossils.

ADDRESS TO GRADUATES.

Members of the Class of '83—

"It is more blessed to give than to receive" was a saying of the Great Teacher, so often quoted by the teachers and preachers of the early church that no one of the four writers who outlined His life deemed it necessary to record it.

Receiving and giving include all forms of activity. Life has been defined as activity. It is rather a principle which by activity finds expression. Different kinds of life are distinguished by different conditions and results of receiving and giving.

Organic forms thrive by receiving what they can appropriate to their own structures, and by yielding the products of their own decay. In the realm of spiritual life, the conditions of receiving and giving are unlike those of organic life. Rays of light from a rainbow may at the same moment fall upon the retina of a lower animal and the retina of the human eye. Each may receive the same physical impressions, but how meagre are the impressions compared with what the human mind produces! As we behold, our mind gives ideas of form, of symmetry, of harmony, of beauty and Divine promise. It is the law of organic life that it increases its force by drawing sustenance to itself; the law of spiritual life is that it gains power by producing, and that receiving is but a condition of giving. The mere passive reception of knowledge weakens the intellect, while its active exercise in producing thought, gives intellectual strength. Feelings which are but passive impressions are far inferior to that outgoing of feeling that moves to appropriate action. One's feelings may be excited by beholding the beautiful and the grand in nature or in art; he may be profoundly moved by the most momentous moral and religious truth; but if there is no corresponding outflow of the soul in a better life, the deepest passive impressions are worthless. The passive excitement occasioned by fiction, whether presented in literature or upon the stage, but hardens the heart, if from it there is no outcome of feeling resulting in worthy action.

But the distinctive characteristic of man pertains to the will. By it we control the action of our intellects, and thus through attention gain knowledge. By means of the will we also gain the mastery of our powers, or discipline. But knowledge and discipline are but the sordid gain of a miser, unless used by steady force of will for the good of others. However much one may acquire, his best nature will shrivel, if acquisition is all. Man was made to gather that he might give. Organic life in giving parts with its resources. Man, in giving, does not part with any of his highest resources. Mind and heart gain power in giving. Our physical nature, by its limitation, may hinder the activity of the mind, but duly regarding these limitations, the intellect that has produced most is best able to produce; and the heart that has yielded most to help others is richest in its wealth of sympathy and affection.

We have pleasure in receiving, but happiness comes by giving. The better the service we render others, the deeper, the richer, the broader the happiness. Socrates in prison awaiting death, Polycarp, Huss and Cranmer at the stake, and others of every age "of whom the world was not worthy," have joyed in tribulation, because conscious that they had been enabled to render, and even by the sufferings of the final hour, were rendering service to man and to God. And He whom we may not name but with the deepest reverence, found divine blessedness as He "gave Himself for us."

The work that lies before you calls for a generous expenditure of your time, your knowledge, your sympathy and your energy, for the good of those who gather in our schools. You have found pleasure as here you have garnered truth and increased your power, but if, with a right spirit and purpose, you do the work of a teacher, you will find that giving is more blessed than receiving and the joy of giving will stimulate you to gain more day by day, that you may the more wisely and the more bountifully bestow. May each of you find, by your own experience, that he who wisely gives the best he has—his noblest self—to help others in the moral contests of life, puts himself in the way of receiving the best gifts from God. The routine of school duties furnishes abundant opportunities to render such help, and hence this day, when you go out ready to render high service to others, should be a day of joy.

At the close of the address, the valedictory was pronounced by Miss Hettie P. Carpenter, of East Providence, and her parting words to the teachers, schoolmates and classmates combined wise counsel and tender sentiment in impressive measure.

Governor Littlefield then made the award of diplomas in behalf of the Board of Trustees, accompanying the presentation with remarks in compliment of the high standard of excellence of the essays and the scholarship of the class, and spoke briefly of the character and influence of the institution, the rare qualifications of its instructors, and the importance of the work of the teacher in molding and shaping the lives of the future citizens of the State.

After the pleasant duty was performed, Gov. Littlefield, as presiding officer, called upon Prof. Blakeslee, of East Greenwich, and the Hon. David S. Baker, of the Board of Trustees, for remarks, and they briefly acknowledged their sympathy with the institution and its work.

Governor Littlefield then made appropriate allusion to the death of Prof. S. S. Greene, of Brown University, whom he denominated the founder of the State Normal School, and called upon Commissioner Thomas B. Stockwell, to bear testimony to his invaluable service to the State as an educator. Mr. Stockwell, with much emotion, alluded to his intimate personal relations with the deceased, and referred to Prof. Greene's abiding interest in common school work. He pronounced him an ideal teacher, and the best modern example of Socrates. In a room on the first floor of the present building, said Mr. Stockwell, Prof. Greene gathered together the teachers of the city and organized a class in elementary instruction, from which was established this school. He retained his interest in the school with unusual fervor, and this was especially marked in the last service of the Institute of Instruction. If he had had the strength it would have been his desire to seek out the teachers throughout the State and explain to them his masterly analysis of the English language and how it should be taught. Mr. Stockwell urged the teachers to study the work, that they might impart the mother tongue to their pupils in all its purity and accuracy as mastered by Prof. Greene, who, in all that constituted an ideal teacher, was a model worthy to be followed.

Prof. Greenough added a word in endorsement of the allusion to Prof. Greene's special satisfaction in being able to help the children in the schools, and deeming it his mission, he was deaf to persistent calls from various institutions of learning to occupy positions of honor and distinction.

The class then sang the parting hymn, and prayer and the benediction were pronounced by Rev. Dr. Taylor of this city. It should be added that the singing by the school was admirable.

A PLEASANT OCCASION.—An agreeable reunion took place on Wednesday afternoon at the residence of Mr. Asa K. Lilley, 24 Somerset street. The occasion was the eighty-third birthday of his mother, Mrs. Huldah Bowen Lilley. She had no idea that the observance of the day was to be shared by any others than her son's immediate family. But as mid-day drew near, so did many beloved faces from the Bristol counties of two States, until the gathering was so numerous as to moisten the old lady's eyes with very happiness. It was noticeable that the good cheer provided was so ample that the surprise must have been confined to the venerable dame herself. The gifts bestowed upon her were neither costly nor gaudy, but such as might well excite pleasurable emotions. Four generations were represented, a circumstance which was alluded to by Mr. A. R. Cooke in a short impromptu poem, following the remarks in which, as a foster-child of the worthy "Aunt Huldah," he related various incidents of days long gone. Mrs. L. is the last surviving child of Benjamin Kingsley, a revered citizen of Swansey, Mass., who nearly reached the age of ninety-three, and was a descendant of Eldad Kingsley, one of the first settlers of that ancient town. She is the widow of Amariah Lilley, a grandson of Gov. Nicholas Cooke. Her home for a generation past has been at Davenport, Iowa, where also she has descendants, and her friends in this vicinity were truly glad of such an appropriate opportunity to testify their sense of her exemplary worth, as well as the satisfaction they derive from the health that blesses her advanced years.

TAKEN INTO CUSTODY.—John Boster, of Pawtucket, came to this city on Wednesday and left his horse attached to a buggy standing on Benefit street, in front of Dr. Mitchell's office, without covering. The horse after standing there about six hours was taken in charge by the police and put up at Billings's stable on Union street. It appears that Boster went off on a spree and forgot his team, left standing in the cold. Constable Pullen was on hand when he called for the team yesterday, and when he made his appearance he was arrested on a warrant charging him with cruelty to a horse, sworn out by Constable Thurber.

ACCIDENT AT THE BUILDERS' IRON FOUNDRY. About 2 o'clock p. m. yesterday, as Michael Flannery and Michael Maher, employed at the Builders' Iron Foundry, on Codding street, were descending the elevator in that establishment, a pulley overhead broke, letting the elevator drop, and injuring the two men slightly.